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ABSTRACT

Intended primarily for principals and guidance counselors, this monograph contains 13 articles written by practitioners associated with the Comprehensive Career Development Project for Secondary Schools in Tennessee. These articles share the thoughts, ideas, and experiences of practitioners who have implemented or planned for the implementation of a career development program in their schools. The following articles are included: "What Difference Will It Make?" (Larry McDuffee, Cumberland County High School); "A Comprehensive Career Development Program" (Brenda Sloan, Jefferson County High School); "Beginning a Comprehensive Career Development Program" (Amanda Gaddis and Charles Daniel, Dickson County High School); "One New Aspect of Our Career Development Program" (Larry Myrick, Dresden High School); "Extended Day School" (Ellis Counts, Franklin County High School); "Group Sessions Fill Need" (Janet Irvin, Meigs County Consolidated School); "Guidance in Tennessee" (Bob Pruitt, Dresden High School); "Today's Society: A School Concern" (Doyle Harmon, Meigs County Consolidated School); "Concerns of Counselors and Head Administrative Staff" (Tom Person, Jr. and Jennifer Marshall, Millington High School); "I Think I Can, I Think I Can!" (Barbara Lonas, University of Tennessee); "The School Counselor's Groups" (Lawrence DeRidder, University of Tennessee); "Teenage Pregnancy and Parenthood: What It Is Doing--What We Can Do" (William Hale, II, University of Tennessee); and "Self Esteem: To Make It or Break It" (Michele Muhlheim, University of Tennessee). (YLB)

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COMPREHENSIVE CAREER DEVELOPMENT PROGRAM:

REFLECTIONS OF PARTICIPANTS

**Comprehensive Career Development Project
for Secondary Schools in Tennessee**

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The University of Tennessee, Knoxville
Department of Technological & Adult Education**

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FOREWORD

The Comprehensive Career Development Project (CCDP) for Tennessee Secondary Schools has completed its first year. The project staff, with the help of the Vocational-Technical Division of the State Department of Education, identified nine lead teams from across the State. The teams include a principal and guidance counselor from a school in each of the nine development districts in Tennessee.

Student competencies based on the National Occupational Information Coordinating Committee (NOICC) project formed the foundation for the competency statements adapted by the lead teams and project staff. An activity guide based on these competencies was created and will help direct student attainment. Other products of the staff include a student career planning folder, a needs assessment instrument, curriculum materials and a satellite teleconference spot-lighting Dr. Norman Gysbers and Dr. Kenneth Hoyt and introducing the CCDP to educators at nine down-link sites across Tennessee.

Finally, two monographs have been prepared, primarily for principals and guidance counselors. These are intended to provide some inspiration and direction for ultimate life-space changes in students that can occur as a result of a well conceived career development program for secondary schools. The first is a professional monograph that includes articles written by some of the most respected authorities in the career education field. The second monograph has been written by persons from the lead teams and staff members associated with the project. Each participant was invited to share their thoughts, ideas or experiences. This practitioners' monograph is the result of those efforts.

Dr. Robert Hanson
Project Director

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WHAT DIFFERENCE WILL IT MAKE?

Larry McDuffee, Guidance Counselor
Cumberland County High School

Have you ever heard someone say, "What difference will it make?" Did you have the feeling from the tone and inflection of their voice that it was an expression of despair rather than a seeking for answers. At first, that was my attitude toward Tennessee's Comprehensive Career Development Project. I thought it would be a waste of time and money producing little, if any, difference. I believed it to be just another pseudopanacea from the promising programs apothecary, i.e., the State Department of Education. However, I must admit that my first impressions of the project were clouded by my condition.

I was a guidance counselor suffering from the advanced stages of "burn out". Smothering under the educational bureaucracy, I was finding it harder and harder to breathe hope. Death by suffocation wasn't a pleasant thought, but professionally that's what was happening. My idealism was turning to pessimism. I needed to see a difference! What I did not need was another reincarnated idea. As an educator have you had ideas that you intended to implement, but never did? If not implemented, these ideas die without making a difference or come back in another form only to die again and again. My ideas had no life. I was not heeding the words of Richard Bolles (1981) when he said, "Run them through your brain, distill them through your own experience express them through your own personality." (p. 3) An unexpressed idea makes no difference. Ideas that produce differences are truly ideals.

If you were to ask a small child the difference between IDEA and IDEAL, he would probably say the "L". Ideals are ideas with life. Ideas die and have to be reincarnated. Ideals never die. One definition for ideal is "a standard of perfection, beauty, excellence believed to be capable of realization or attainment." That's what makes a difference, a belief that produces fruit.

Tennessee's Comprehensive Career Development Project has truly made a difference. I have read from Arthur Jersild's When Teachers Face Themselves, Richard Bolles's The Three Boxes of Life and What Color is Your Parachute, and Developing and Managing Your School Guidance Program by Norman C. Gysbers and Patricia Henderson. These works

helped me get outside of myself and "see me more clearly." I have gotten out of my office, gone into the classroom, and implemented some ideas. I have expressed my ideals to the local Board of Education and have been asked for suggestions on how to implement a comprehensive guidance program. Visible, tangible differences came from "expressed" ideas. Tennessee's Comprehensive Career Development Project may not be just another "idea whose time has come again," but an ideal for you whose time has come.

REFERENCE

- Bolles, R. (1981). The Three Boxes of Life.
Ten Speed Press.

A COMPREHENSIVE CAREER DEVELOPMENT PROGRAM

Brenda Sloan, Guidance Counselor
Jefferson County High School

A comprehensive career development program, in my opinion, is dependent upon the work of the guidance counselor. Even though the aid of supportive principals and teachers has been enlisted, the organization and implementation remains in the guidance counselors' hands. I do not view this as a problem. In the school where the author is employed, each guidance counselor remains with his/her class for four years. As the students are promoted from freshman, to sophomore, to junior, to senior the counselor promotes. This continuity and this familiarity that the students feel with the guidance counselor is indeed conducive to a career development plan. The plan begins in the ninth grade and culminates with the twelfth.

The plan can be executed in group guidance activities conducted in English classes. This ensures that all of a guidance counselor's students are receiving the same information. The English teachers at JCHS do not mind allowing this access to students, especially when the request is made ahead of time, allowing the teacher to choose the days, and which excuses the teacher from the classroom.

As the class of 1989 graduates, the 1989-90 school year will begin with a new class of students, the class of 1993. In this school we have followed a career developmental plan for the past four years, and the one now planned for the next four years is outlined on the following page.

Grade 9

1st semester - Orientation; "Mushroom Patch" and Related Ice-Breaker Activities; Study Habits; Stanford Achievement Testing

2nd semester - Donkey Kong Video and Activities; Proficiency Test Testing

Grade 10

1st semester - P + ACT; Decision-Making

2nd semester - Chronicle Career
Quest (Interest Inventory)

Grade 11

1st semester - ASVAB; PSAT; Test-Taking;
Shadow a Career

2nd semester - ACT/SAT; Values Search

Grade 12

1st semester - Future Plan-Making and Applications;
Financial Aid

2nd semester - Stanford Achievement Testing; Job-Hunting

Goal-Setting, long and short-term, is incorporated into activities during all four years. In addition to group guidance activities, individual guidance is vital. One-on-one contact serves to individualize the career development plan.

Teachers can enhance a career development plan without sacrificing the subject matter covered in the classroom. Some suggested projects are as follows:

- Subject matter made relevant
- Assignments with career as the subject
- Guest speakers
- Cooperation with the guidance office on a Career Day
- Professionalism exhibited
- Discussion of current events

The teacher and the guidance counselor role relationship is a complimentary one. The teacher's daily observation and contact with students is the basis for the referrals upon which the guidance counselor is dependent. In addition to a career development program, responsibilities are felt for the duties that follow:

- personal counseling
- aid in yearly registration
- test-giving and score interpretation
- an ombudsman role
- a paper-pusher

a social agency networker
a resource, but not counselor to teachers
a contact for parents

An activity that is in the second year of implementation is coordination, with the health teachers at JCHS, of a Special Emphasis Week each semester of the freshman year. Since most freshmen at JCHS take the required half-credit health course in the freshman year, the desired result is that every freshman is exposed to and involved in this planned week presented by invited professionals.

The five-day topics are as follows:

Dealing with Peers
Dealing with Parents
Dealing with Self
Suicide
Drugs and Alcohol

Beginning in the 1989-90 school year, a Special Emphasis Week will be implemented each semester of the junior year in coordination with the economics teachers. The desired result is that every junior would be exposed and involved in this planned week which is presented by invited professionals. Topics might include suicide, AIDS, drugs and alcohol, relationships, and other topics.

BEGINNING A COMPREHENSIVE CAREER DEVELOPMENT PROGRAM

Amanda Gaddis, Guidance Counselor
Charles Daniel, Principal
Dickson County High School

In conjunction with the statewide comprehensive career development project, Dickson County has chosen the 1988-89 school year to begin their own career development program. A local weakness in this area was highlighted by the state vocational evaluation the previous year. Needs were identified and support was obtained from the local school board and superintendent. After the hiring of a career vocational guidance counselor, a plan was developed with a sequence of guidance and career activities beginning at the seventh grade level continuing through graduation.

A seventh grade Career Skills course was piloted at one junior high school for the 1988-89 school year. Vocational interest and aptitude assessments were given county-wide to eighth graders. Results were used to help students focus on a career plan using individual and small group conferences. Portfolios were initiated and will be available in the guidance offices throughout the students' remaining school years. Ninth graders received individual and group counseling concerning secondary course offerings related to their career interests. For high school students, guest speakers and career role models spoke to students, motivating them to look beyond the present and to make further vocational or educational plans and decisions. Classroom guidance activities were made available for vocational students.

Plans have already been made to increase the piloted Career Skills class to all junior high schools and our middle school students on an elective basis for the coming year. Long range plans are for every student to take the course. An aptitude assessment for handicapped students will be added as a part of the program and a career plan folder will be made a part of the student's portfolio. Additional plans for increasing career awareness for secondary students are being made.

An outgrowth of this program has been a local awareness of additional needed course offerings in vocational education. Health Occupations, Office Technology, Exploring Technology and Principles of Technology have been added to our curriculum for the upcoming school year.

Many exciting things have taken place in the 1988-89 school year, but we are only scratching the surface. With continued support from local educational leaders, businesses and industries, the students in Dickson County will be better prepared to make the important educational and career decisions of the future.

ONE NEW ASPECT OF OUR CAREER DEVELOPMENT PROGRAM

Larry Myrick, Principal
Dresden High School

The most important aspect of developing/continuing a comprehensive career program is selling your counselors and teachers on this program. At our school we developed a program we refer to as Career Month. Students were asked to make three vocational choices. Representatives of fields which were chosen most often were invited to talk to students about their occupations. Representatives came to our school nearly every day during our homeroom period to talk with a group of interested students.

Teachers became more interested and invited more people from the community to speak to their classes. This made community people more aware of our school program, which has become a very positive influence. Additionally, as a direct result of becoming closer to our community resources, we were able to finance our first ever "Academic Banquet".

A bank representative came in near the end of school and presented a five hour seminar over one week for all our seniors. This helped students become more prepared for their personal financial future concerns. (This information could be sent to those persons interested if the bank will give permission). The students enjoyed this and were very appreciative of the experience.

We have encouraged participation in a program entitled community "Partners in Education". These "community partners" are willing and able to help with all aspects of our program. One representative (from a job placement service) hosted a seminar on how to properly apply for a job. The Department of Employment Security organized and delivered an extensive seminar for Seniors on "JOBS the right way."

EXTENDED DAY SCHOOL

Ellis Counts, Assistant Principal
Franklin County High School

Extended-Day School (EDS) is an exciting and innovative way to enhance the chances of the "At-Risk" student's acquiring the units necessary for graduation. Essentially, those students making an "F" in a subject are recommended for EDS by the teacher. A letter and commitment slip are given to the student. Those rejecting the opportunity are contacted. Before a rejection is accepted, someone has to tell the administrator in charge "I don't care" whether he or she graduates. Emphasis is placed upon the student's future--whatever career may be in his or her mind. Though this "I don't care attitude" is self demonstrated by parents, many students are working to pay for an automobile, gasoline, insurance and upkeep on their cars. So far, though, numerous imaginative ways have been contrived by parents and students to allow participation in EDS.

In the event that the student is recommended by more than one teacher, the student must choose one subject for EDS credit. The teacher gives special EDS assignments related to what the student did not master in the previous six weeks. EDS meets twice weekly for 1.5 hours for six weeks. The student gets 4 points per day just for being in EDS. If the assignment is fully and satisfactorily done and regular classroom performance is acceptable to the teacher, up to 5 points per day are given for the assignment. This amounts to up to 9 points per day or a total of 108 EDS points for the 12 days--18 hours work. This grade of up to 108 is averaged with the "F" numerical grade, and this new grade replaces the "F" from the previous six weeks. Shown is a typical calculation: [$60 + 108 = 168$ $168 / 2 = 84$] This 84 replaces the 60. This is done only by the teacher. Only the attendance points are kept by the school administrator or his designee.

The two EDS programs in Franklin County claim an 85% success rate. In the F.C.H.S. programs, which meets from 3:00 to 4:30 on Monday and Wednesday, 106 students last year were seated by subject area and were helped by 39 student tutors on a rotating basis, one extended-contract teacher, and one administrator. Several students who really did not want help chose not to participate but the overall attitude toward EDS is best summed up by a statement of one EDS student who was

overheard by an administrator: "Boy I sure am glad for a chance like this."

EDS is based upon the philosophy that education is for ALL students, the ALL students can learn, and the ALL students who WANT an education can obtain it and benefit from it for the rest of their lives. EDS places a priority upon quality study time, shows that the school cares about each student, provides some one-on-one help, gives a way to repair previous mistakes, and gives tremendous motivation to succeed in the current six week's study. The student KNOWS that EDS will be coming up next time for the next "F"!

For more information on the EDS program at Franklin County High School, contact Ellis Counts at 615-967-1618, 962-0905, or at home at 469-7356. The EDS program is working at F.C.H.S. and is well received by students and parents.

GROUP SESSIONS FILL NEED

Janet Irvin, Guidance Counselor
Meigs County Consolidated School

The career development process is not one that happens in a vacuum separate from the other struggles which students face. One's doubts, pains, pressures, home life, fears, and various other factors can weigh heavily, especially during the stress-filled teen years. Concentration on learning and career development is difficult to the point that it is amazing that so many youngsters are able to remain functional when they are dealing with crushing personal problems. Helping them to stay actively on track seems a valid part of the guidance program. Reaching out for those whose home lives, social problems, or inner turmoil have caused them to lose their sense of direction is also an important aspect of the counseling part of guidance.

Individual counseling may be the answer to help some students who are in an immediate crisis situation, but limited time and large numbers of students prevent individual sessions from being an effective measure for reaching troubled students. The solution may lie in group counseling or peer discussion groups.

A first-time experiment for this kind of group session was tried at our school in the fall of 1988. Students suggested that they needed a chance to talk to others of their own age because they are often reluctant to open up to adults and because they rarely have a time to talk to each other in a sheltered, uninterrupted way.

Two important factors to be considered were time and place for these group meetings. Because we are a rural area and many buses arrive only shortly before classes begin, lunch period seemed the only available time. Location was difficult, because it needed to be a private, secure area, but we wished to avoid a classroom setting. Finally, the living room area of the home economics room was chosen.

Several students attended the first few sessions, but interest gradually lagged even though some productive discussions were held. For the coming year, it is hoped that the group sessions can be reinstated with better planning to help avoid the factors which caused problems for our first group.

Some things which need to be considered are:

1. Convince administration to relax the rule stating that students must eat only in the cafeteria. If students are allowed to "brown-bag it", they may be more willing to spend time in group because they can do so without missing lunch.
2. Adequate publicity must be done. Flyers, posters, intercom announcements, and encouragement by classroom teachers may be employed. Further, counselor visits to classrooms to explain this and other guidance programs would help students feel more comfortable with the idea of attending group sessions.
3. Specified topics for different days would probably work better than just "group discussion." One of the problems with our group was the diversity of concerns. What one student wished to discuss seemed to have been of very little interest to others who had their own issues of great personal importance. Among topics which will surely be discussed in these group sessions are parental problems (including divorce, alcoholism, lack of communication, etc.), dealing with peers, drug abuse, and teen suicide. An interest poll (or needs assessment) will need to be conducted to determine which are the most vital issues for students. A weekly schedule will then be posted and announced so that students can attend the sessions pertinent to their needs.
4. The counselor needs to stay in the background and act only as a support for the group. Students seem to want a chance to talk to other students, not an adult. Peer counselors should be trained to help direct the group.

With these guidelines in mind, it is hoped that lunch period group sessions can be reinstated and flourish. There is definitely a need which should be addressed, and these group meetings may be what it takes to help some troubled students develop control of or at least learn to deal with their situations.

GUIDANCE IN TENNESSEE

Bob Pruitt, Guidance Counselor
Dresden High School

As a member of The Comprehensive Career Development Program Team, I am afraid that most of the initiatives that I have been exposed to have been with the larger schools in mind. I am a counselor of a small school with 300 students in grades 9 through 12. In this capacity I have had to budget my counseling time between two Biology classes and one Computer class. The class load and the administrative duties I am responsible for (eg. making monthly reports, daily attendance record keeping), leaves little time for counseling. I am the first to say that I am not satisfied with the guidance program at my school.

We try to have an orientation day for incoming freshmen, a Career Day (night) for the seniors, individual counseling, group counseling, testing, and scheduling. With all of this my truck is soon running over. If it were not for the team that we have at my school, I feel that our students would be short-changed when it comes to counseling. This brings me to the main point of this message.

How can a counselor refuse to follow the instructions of administrators without being reprimanded? I completed a time sheet for a three week period and found most of my counseling time was being spent on next year's schedule, sending out transcripts, and keeping the records.

The student/counselor ratio needs to be lowered so that more small high schools can have a "full time counselor". Counselors need more time to think about and implement ways to improve the service to the students and parents, and to enhance public relations. There is a great need for guidelines on using the counselor's time wisely.

TODAY'S SOCIETY: A SCHOOL CONCERN

Doyle Harmon, Principal
Meigs County Consolidated School

In the past it was fairly well established that the home provided the encouragement and personal guidance, the church provided the values of society, and the public school provided the educational basics. Working together results were most often successful.

Today, it appears that the family is in disarray. Both family members must work to provide the necessities for life. Therefore, very little time is available for children. Many times there is only a single parent to do all things for the children. Include poverty and apathy and the school finds itself burdened with providing guidance, teaching values, as well as, the educational basics.

I believe attitudes and values must be changed before educational advancement can proceed. With this as a concern of mine, we (the staff) started a positive attitude approach two years ago. Each member of the staff used a positive approach in dealing with, and conferring with students. Two conditions lead me to believe this effort has had some impact:

1. There are fewer classroom discipline problems.
2. More students are furthering their educational careers by attending post secondary institutions.

We plan to support the positive affect approach with group sessions conducted by grade level. The counselor informs the students about the need and importance of planning their career, as well as, developing self-awareness, positive self-concept, etc.

We already bring in professional, government, and business leaders to visit classrooms and will continue this practice. These individuals inform students about what is expected in order to become a good employee. They stress the importance of good attendance, promptness, respect, cooperation, ability to communicate with others, as well as the basic educational qualifications necessary to perform satisfactorily on the job.

With dedicated effort by the school staff, I believe changes can be made that will positively affect the school and community in the future.

CONCERNS OF COUNSELORS AND HEAD ADMINISTRATIVE STAFF

Tom Person, Jr., Principal-elect
Jennifer Marshall, Guidance Counselor
Millington High School

School counselors have often been perceived by their classroom colleagues as a group of people who are only busy and who only earn their wages twice a year--the beginning and end. The work at these junctures involves scheduling at the start of school and "wrapping up" as school ends. Ironically, both activities are non-guidance "duties," having nothing to do with what guidance counseling should entail. The rest of the year, counselors are seen (as in perceived) as coffee-drinkers, hall-walkers, principal confidants, and personnel who, for the most part, dodge work by purposely making themselves inaccessible to the school's populace. The latter is achieved by keeping office doors closed and locked and/or setting up residence in the most obscure lounge on campus. Indeed, some uninformed or misinformed teachers harbor the belief that counselors draw "big bucks" for absolutely nothing.

Of course, even rookie counselors know the truth of the matter. Counselors work almost non-stop during the workday, often beginning and ending before and after school hours. Why then is the perception such as it is? Perhaps, the answer lies in visibility--the visibility and active participation of the counselor within the classroom. Such visibility has a positive effect on counselor/student and counselor/teacher relationships and aids in enhancing the viability and effectiveness of the school's guidance program. However, as has earlier been expressed in some of our CCDP meetings, it is next to impossible for counselors to facilitate and participate in classroom activities when they are committed to so many time-consuming clerical activities.

In our last CCDP meeting, it was stated that, ideally, counselors should devote fifty-four (54) to sixty (60) days of each school year to classroom instruction. Unless the State sets aside funds for the employment of clerical guidance personnel, this will never come to pass at Millington High School. Yes, teachers can be utilized to do some of the clerical work and so can community volunteers. However, remember that teachers are required to teach "X" number of hours a day and are guaranteed preparation time for the enhancement of their

instructional programs. There is some doubt that any teacher would willingly give up this time. To have prep time and work in guidance would probably be ideal for some of them. As far as the latter group goes, the school has to think of protecting students confidentiality (and not all pertains to academic information). Would a community volunteer feel as obligated to keep information confidential as a paid employee?

Three years ago, Shelby County Schools instigated a plan to switch from a system of manual record maintenance to computer record maintenance. The Board made sure that the pilot school for this program had the materials, resources, and personnel at its disposal to insure successful implementation of the new system. There was no LACK or WANT of anything. Otherwise, why implement? If a program is so ambitious or costly that it prohibits full funding, that it, in essence, may cut its own throat, what is the point? We at MCHS will commit as many hours as feasible to classroom instruction. However, we do hesitate to undertake a program that has not only been fully funded but has not been voted on or mandated by the State. At the same time, we realize the rationale behind the experimental nature of the project.

Along these same lines, we feel that it is not the counselors' responsibility to dictate their curricula to teachers. Yes, the principals will play a vital role in conveying the urgency and importance of career education to their teaching staff and suggest the potential impact it can have on student's lives. But until teachers believe that they HAVE TO incorporate career education into their instructional plans and until the program is fully funded and fully supported at the state and local levels, counselors may be simply voices "crying in the wilderness" and virtually spinning their wheels in vain (but hopefully, not as far as their efforts impact upon students).

I THINK I CAN, I THINK I CAN!

Barbara N. Lonas, Associate Project Director,
The Comprehensive Career Development Program
and Guidance Counselor
Claxton Addition
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The Comprehensive Career Development Program is indeed an ambitious project! The need for students to experience the learner outcomes that the program is designed to deliver has been identified in not only Tennessee but nation-wide, as a high priority education issue. The educational system has not been effective in preparing students for life beyond high school but can no longer ignore the concern. Society is changing at a rate more rapid than had been predicted and will continue to do so. Educational reform in America is addressing the problem and, as a result, new or revitalized career development programs are emerging.

Defining the problem is not difficult. Struggles that students are experiencing in determining career paths are very visible. Life skills required for them to be able to function adequately in today's world have not been developed to a level needed for them to sufficiently function after high school. They do not demonstrate competent decision-making skills, understanding of their personal needs, interests and abilities, skill for locating and maintaining employment, and how to cope in a very complex society. All too quickly they find themselves stepping into a world that they do not know enough about.

Designing a program to deliver to students that will equip them with the necessary life skills is not difficult either. Studies have been conducted time and again that identify the goals of a program. Post-secondary institutions and employers have made outcries and pleas to seek reform in specified areas. Educators whose hearts are in tune with the needs of their students cannot help but have a true understanding of the life skills gaps that are not being filled.

Implementation is the difficult portion of this particular part of educational reform. Where in the school program is it to be placed? Who will be responsible for seeing that it gets done? Who will do it? Who will pay for it? These are critical issues which must be thoroughly examined and dealt with before effective changes for students can take place.

Where in the school program should it be placed? Career development competencies are life skills that are antecedents for application of academic and vocational skills. Taught in isolation as in a course or designated area reduces their effectiveness. A principal recently expressed that he felt that the "culture" of the school needed to be changed. This statement implied commitment and participation by all staff. Infusion into existing programs, bringing relevance to material being taught, has the greatest and most lasting effect upon students. A thorough examination of the total school program is needed and effective planning must occur to assure the delivery of all competencies to all students.

Ideally all staff members are contributing to the program outcomes on a regular, organized basis with on-going assessment of student accomplishments. This desired outcome may take a long time to achieve and may never come in some schools. Realistically staff members will probably "buy into" the program to various degrees. Some will be eager to become involved and will pioneer new ideas and methods. Others will wait to see what their cohorts do first before they gamble with something they are not yet convinced will work. And still others will not change what they have been doing regardless of how important it is to students or how much pressure is put on them. If the culture of the school can be changed and if career development competencies can be blended into academics, vocational courses, fine and applied arts, guidance, clubs and extra curricular activities a program to prepare students for complex life roles can be effectively delivered.

Who will be responsible for seeing that it gets done? The principal is the instructional leader of the school and the one who directs, encourages, supports and evaluates the outcomes of all phases of the total school program. An effective leader demonstrates a personal commitment that is conveyed to staff. Without this commitment a program is much more difficult to implement. Not always is the principal the visible active leader in orchestrating a change and the implication is not that change cannot occur without strong administrative leadership.

Programs have been put into operation without this leadership, however, with more difficulty. Too often, educators use the feeling of lack of administrative support as an excuse for not taking the initiative to launch an idea themselves. Some administrators will not directly lead but will also not hamper efforts by others that they see have merit.

Who will do it? Career development has typically been thought to fall into the domain of the Guidance Department. A dissection of this theory reveals some interesting facts. Counselors were originally placed in schools to provide guidance for students in planning and preparation for the future. Such pioneers in vocational counseling as Frank Parsons birthed the school guidance program. As time passed, the addition of other services accosted the counselor. Concerns with behavior, social problems, learning difficulties all began to be added to the existing vocational responsibilities. Job descriptions were modified to accommodate new inclusions. Training requirements for school counselors became more specialized and intense and longer in duration.

The counselor had become the resident expert not only for career information but for many aspects of human behavior. But then a new dimension for many counselors began to evolve, something that never appeared in a job description or was addressed in their professional preparation programs. Counselors began to assume clerical and administrative duties. Can this phenomenon be justified? Is this now or has it ever been the role of the counselor? No! Not only was counseling not designed to encompass administrative and clerical responsibilities but neither were administrators in their professional preparation taught to utilize counselors in this manner. Who is to blame for this development? Who is to say? And what does it matter? What does matter is that skilled, professional counselors are often performing duties that prevent them from effectively delivering their skills and talents to students and staff. This is an albatross that must be dealt with.

If professionally trained counselors are being paid wages commensurate with their training, while performing clerical duties, they are highly paid secretaries! At least two secretaries could be employed for the cost of one counselor. This would be a much better business decision. A commitment by administrators to see that the counselors become counselors in every sense of the word carries with it the lifting of clerical and administrative responsibilities from the shoulders of the counselors and placing them more appropriately. Now the counselor is released to function as a counselor.

Who is the counselor? The recently approved Tennessee State Board of Education job description for school counselors states, "The central focus of all school counselor functions is that of assisting learners in mastering typical developmental

tasks, enhance interpersonal relationship skills, and make personal decisions regarding career choice and planning." It further defines the job as providing counseling, guidance, consultation, evaluation and assessment services to students; planning, program management, consultation, communication and staff development to school staff; and consultation and communication services to parents. An even closer look at the job description reveals that the school counselor helps the educational staff to devise a comprehensive guidance program that addresses developmental issues of students. The Comprehensive Career Development Program is designed to deliver learner outcomes to all students. It calls for involvement of an extended team that teaches beyond the services of the counselor.

The role of the counselor, however, is critical. The counselor becomes an active partner with participating staff members as they team up in the classroom, jointly sponsor and coordinate activities such as career days, field trips, partnerships with industry, etc. Planning and organization are essential ingredients in this process. Many counselors are presently using diverse methods of reaching students. Individualized counseling is being minimized to serve only those students with problems which cannot be handled in group situations. Counselors are also bringing guidance to students through the classroom, in group settings, by way of working with parents and developing partnerships with other teachers, staff and people from the community. The counselor described is very visible, and the rumblings of "What does the counselor do?" are seldom heard.

Finally, who will pay for it? Funds are available from many sources, including state and Federal educational agencies for well thought out plans. Money does not flow freely down many streets in life and is usually pursued with a defined goal and a plan for how it will be spent. Funds are earmarked for such endeavors as career development for students, but the plan must be developed before funds can be encumbered. Elementary counselors in Tennessee must submit a plan each year to the State Department of Education for approval and funding. Elementary counselors are performing counselor functions. A similar plan is a possibility for secondary schools as well.

Problems do exist, more so in some schools than others, but for every problem there is a solution. A blazing fire begins with a spark, slowly spread, and finally ignites and engulfs all in its path. Who will be that spark?

THE SCHOOL COUNSELOR'S GROUPS

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School counselors across the state have typically used individual counseling for problems of an educational, personal, and vocational nature. Many of the students involved were referred by the school's teacher or were self-referred. As a result the counselor has undoubtedly been involved with only a portion of the student population.

All students in the school need to be reached in some way. Consequently, working with both large and small groups is the answer. Since group guidance is the most time efficient approach and reaches a larger number of students, it requires both advance planning and scheduling, preferably before school starts. The purpose is to provide preventive and developmental information to students. These include orientation to school (curriculum, regulations, activities, graduation requirements, information, etc.), study skills, leisure time activities, career choices and information, family, peer, and teacher relationships, etc.

In this counselor-directed approach, the counselor organizes and presents information that students should know or should know about themselves in order to help them in personal planning and decision making. All student meetings for the school year should be scheduled at the beginning of the year. Groups no larger than the usual class size are preferred. To facilitate developmental tasks, such as increasing career maturity, classroom settings might be used. Periodic and planned involvement in English classes or some other subject area that includes the entire student body would be a likely vehicle for accomplishing the identified goals. The identified teachers might be asked to allow the counselor to take over the class once every two weeks or once per month for 15-60 minutes. The counselor's emphasis would be on content and skills, with focus on developing personal goals, decision making, values and attitudes, responsibilities, time management, etc. In addition, students who wish to explore common career areas might form another small group of 6-12 to share their interests, concerns and information among themselves.

If the focus of the classroom group is to develop productive classroom relationships, the process changes from being

counselor-directed to student-directed. The group becomes discussion oriented to achieve maximum student participation, with the counselor serving only as the facilitator. This type of group, a "classroom meeting," usually meets at least once per week with the teacher present.

Group counseling is the preferred approach to assist students in exploring ways to modify or to eliminate problems which are interfering with their lives. Different groups of 5-9, consequently, are organized, as needed, to examine a problem or concerns that the students share in common: potential drop-outs, study skills, peer relationships, children of divorce, drug, physical or sex abuse, etc. The groups meet once a week, usually 6 to 12 weeks. The counselor acts as a facilitator to assist the group in exploring and confronting concerns in order to find alternatives, getting the students to talk openly and encouraging the students to help each other. Group counseling is characterized by the freedom to express thoughts, feelings, and personal needs, by the discussion of "here and now" behavior and relationships, and by group interaction focused on the problem which is shared by the members.

Counseling groups are made up of students who are referred by self or another person and who have similar presenting problems. The group composition works best when the students are in similar developmental stages: freshmen and sophomores, juniors and seniors. Typically once the group is formed, no others may join. The group sessions can occur anywhere where privacy and freedom from interruptions can be maintained: a conference room, classroom, the stage of an auditorium, on the bleachers--anywhere where the group members can be comfortable and face each other with no barriers.

In order for each student who needs the specialized and focused attention that group counseling provides, group counseling should occur during the school day, rather than before or after school. Because students with similar problems may have different class schedules, the only feasible way to find a satisfactory meeting time is to obtain the principal's permission to excuse the participants out of a rotating sequence of class periods, i.e., the group may be scheduled during the 1st period one week, the 2nd period the next, etc. Using this procedure no student misses a class more than once in six or seven weeks. Of course, if an exam conflicts, it takes priority.

This procedure requires that advance planning has occurred so that the group members and each of the member's teachers

have copies of the schedule of meetings. The school's teachers, many of whom have already recognized that the student has some troubling problem, have typically allowed the process as described to work very smoothly. The counselor, of course, would schedule his/her classroom guidance contacts using a similar schedule to avoid conflicts.

For any group work, whether a guidance group, classroom meeting, or group counseling, the best advice to group facilitators includes:

1. Assess group needs, if at all possible, before designing your plan.
2. Use a variety of experiences in your design.
3. Inform the participants of the reasons they are there and what is to be accomplished; give clear directions.
4. Start out easy, spending time getting to know the group and the group to know you; develop a relaxed atmosphere, making the group feel comfortable; demonstrate your interest in the participants.
5. Give everyone a chance to feel safe, to participate and to share in discussions and experiences.
6. Treat all members as equally important.
7. Establish and maintain control--don't let the group wander or allow one person to dominate.
8. Stop periodically to assess where the group was, is now, and the process used.
9. Demonstrate enthusiasm and involvement in the group's process.
10. Finally, listen, listen, listen--and, if you don't understand what's going on, ask.

TEENAGE PREGNANCY AND PARENTHOOD: WHAT IT IS DOING - WHAT WE CAN DO

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INTRODUCTION

Within the last twenty years, our country has seen a significant rise in levels of sexual activity among adolescents. Along with this elevation in sexual behavior has come a dramatic increase in the number of teenage pregnancies as a result. Despite the growing number of abortions since the 1970's, most pregnant teenage girls choose to carry their babies to term and raise them themselves (Simkins, 1984).

The sociological, psychological and economic ramifications that this phenomenon bears can be profound, resulting in serious life-altering effects on the child's mother, especially in terms of foregone educational, employment and economic opportunities. As a result the baby suffers, as well, and a vicious familial cycle can be created. The solution to this situation lies, not only in addressing this issue after the pregnancy and birth, but also before the problem occurs. This can be accomplished through proactive and comprehensive education on human sexuality throughout the school years of children, as well as offering supportive services to adolescent parents while they are in school.

THE SITUATION AND ITS MAGNITUDE

The problem of teenage pregnancy cannot be attributed solely to the increased sexual activity of adolescents. Addressing this issue, one must also look at the sociological context and environmental framework from which it has emanated. Vance (1985) has called attention to three conditions that tend to negatively influence the problem. First, an impoverished environment can certainly be considered a contributing factor. He states that inadequate education and inferior economic standards can lead young women to choose the role of motherhood because they can see few, if any, viable or preferable alternatives. Second, a new sense of sexual freedom that has ensued over the past two decades has given rise to an onslaught of libidinous and sensual material in all

forms of communication media. This situation is exacerbated by the dearth of appropriate sex information and training for those who are prematurely subjected to such material. Third, the author notes the problems of stressful family situations, including divorce, abuse and neglect. Insufficient attention paid to adolescent and preadolescent development and concerns can contribute to youngsters' feelings of loneliness and detachment, causing them to seek love and attention elsewhere, often with disastrous results.

Onyehalu (1983) supports Vance's postulate that adolescents are most often deprived of adequate sex information, relying on peers as sources, which often lead to misunderstanding. Again, the repercussions from this could be calamitous.

The Alan Guttmacher Institute (1986) offers some alarming statistics regarding the widespread problem of teenage pregnancy in America. The following information is only a small representation of the problem as it truly exists in this decade:

- * In 1981, one in ten American women aged 15 to 19 became pregnant, having a subsequent abortion or birth.
- * In 1981, adolescent fertility accounted for 15% of the total fertility in the United States.
- * Over 50% of adolescent pregnancies result in births, but fewer than three in ten of these births are to married parents.
- * In 1981, 50% of all adolescent births occurred outside of marriage.
- * In 1982, 75% of first births to American women under age 20 were unplanned.
- * In 1982, nearly 50% of women aged 15 to 19 had engaged in sexual intercourse.
- * 50% of unmarried adolescent women who have had sexual intercourse have had multiple sex partners, and 8% to 11% of those have had more than six partners.
- * Only 50% of never married adolescent women use contraceptive methods the first time they have sexual intercourse.

Thus the magnitude of the problem of teenage pregnancy becomes somewhat clearer. However, we must now take a closer look at the consequences to the teenagers involved.

THE CONSEQUENCES OF TEENAGE PREGNANCY AND PARENTHOOD

In a report on studies of schools' attitudes toward pregnant and parenting teenagers, Lawrence (1989) recapitulates the serious problems found in American secondary schools. She notes that teenage pregnancy has found to carry with it "increased discrimination and reduced support from the educational system (which is precisely where the youngsters need to be experiencing increased support). Furthermore, most schools studied were found to be in violation of Title IX (the federal law prohibiting sex discrimination practices by any educational institution receiving federal funding). The violations of Title IX noted were as follows:

- * Some schools did not allow or make arrangements for pregnancy or parenting-related absences.
- * One school refused to allow pregnant or parenting students to run for class office.
- * Some schools refused pregnant or parenting teenagers equal eligibility for scholarships, awards or financial aid, despite the fact that no medical justification for exclusive treatment existed.
- * Dropout prevention programs did not focus on pregnant or parenting students, and most schools did not keep any sort of enrollment, attendance or dropout statistics on them.

The author also noted the need for school environments to be more hospitable to and supportive of teenage mothers and fathers as a measure to help reduce their dropout rates. The schools' neglect or mistreatment of these students seemed to result from the attitude of administration and faculty that the students' problems were self-imposed, and that they tended to be deficient students, anyway. (With attitudes like these, is it any wonder that education is such a challenge for teenage parents?)

In a review of the literature, Simkins (1984) concludes that teenage pregnancy and parenting leads to increased dropout rates. This, in turn, naturally leads to lower educational status and seriously curtailed employment opportunities. Adolescent mothers find it difficult, if not impossible, to return to school or to find suitable employment due to the added responsibilities of raising a child. This often results in the need for government financial support in the form of welfare. Psychological maladjustment and child abuse or neglect are more prevalent in such situations, especially if the mother and child live by themselves.

Hogan and Kitagawa (1985) stress the special risks that black teenagers face in regard to the pregnancy problem. The authors note that urban black teenagers become sexually active sooner than other teenagers, and have higher rates of pregnancy. Being at an economic disadvantage, black adolescents often delay marriage. Nevertheless, they are often ironically thrust into 'adulthood' via the responsibility of an untimely pregnancy and birth. Ghetto life is typified by loose sexual behavior norms. Hence, the problem is intensified within this population. Gibbs (1984) notes the special physical, sociological and psychological problems black teenage mothers face, most often without help. In addition to those noted for others, black teenage mothers are more likely to have larger families and even less financial stability or job opportunities. The occupational and economic shackles produced by the situation of teenage pregnancy within black urban populations tends to render the phenomenon of ghetto life a self-fulfilling prophecy.

Studies show that the long-range effects on the children of teenage parents have too much variance to draw firm conclusions as to the consequences of adolescent parenting (Brooks-Gunn & Furstenberg, 1986). However, one fact does remain: A child's development is to a large extent affected by his/her environment. The decreased opportunities and increased perils of being born to teenage parents results in that child's being put at a severe developmental disadvantage, thus increasing the probability of the cycle being repeated.

SOLUTIONS: HOW EDUCATION CAN HELP

Stemming the flood of teenage pregnancy is an awesome task; nevertheless, it is not insurmountable. The approaches we take to tackling the problem need to be addressed. Two

salient and productive means of handling the teenage pregnancy issue will be addressed in this section.

Sex Education

Reflecting again on Onyehalu (1983), we find that adolescents' knowledge of human sexuality and responsible sex practices is grossly lacking. The author even suggests that adolescents' interest in human sexuality is ever-increasing. Thus, our responsibility lies in the responsible and competent dissemination of this knowledge to these youngsters. While attitudes about making contraceptives available to teenagers have been found to be relatively positive (Rinck, Rudolph, & Simkins, 1983), this cannot and should not be considered the only practical route to dealing with the problem.

Dunn (1982) has advocated sex education in the school system, but with reservation in terms of the way it is often approached. She notes that sex education is often focused on the reduction of teenage pregnancy. This reductionistic approach amounts to not much more than a cause-and-effect lesson in sexual practice. Adolescents certainly will not profit much from having the proverbial finger shaken at them one more time; and unfortunately, this is what such sex education programs with this focus often do. Instead, she recommends that sex education programs be focused on the developmental aspects of human sexuality, beginning as early as elementary school with age-appropriate material being presented to the students throughout their school years.

Berkowitz (1985) also suggests that the most effective intervention programs will address human sexuality in a comprehensive manner throughout the school years of the student. He advises that at ages 10 to 12, budding pre-adolescent curiosity can be nourished through education relating to physical and sexual development. At ages 12 to 14, the puberty years, children can benefit from paying close and informed attention to the changes taking place in their own bodies. At this age, the author suggests that open and honest discussions of sexuality and its risks would be most appropriate. At ages 14 to 18, sexuality poses even greater risks. Peer pressure to experience sex and the need to be accepted can become a preoccupation for teenagers. Again, these issues need to be squarely faced and dealt with. When emotions and libidos run high, uninformed youth can be subject to manifold hazards that could affect the rest of their lives.

The Baltimore Pregnancy Prevention Program, as reviewed by Hardy (1987), makes it a policy to include parents in the sex education and counseling process. This practice can help eliminate some of the feelings of separation experienced by teenagers and increase communication and understanding between them and their parents. Berkovitz (1987) advocates the use of group counseling and educational approaches to the topic of teenage pregnancy. This could be especially facilitative when including parents in the group process.

Vance (1985) notes four principles that need to be included in every sex education program within the schools. First, sex education must address attitudes and values regarding sex in addition to factual information. Second, sex education should be presented within a family context, whenever it is feasible to do so. Third, the topics need to be discussed openly, honestly and clearly, using precise language. This is to dispel any sense of shame or embarrassment associated with the subject. Fourth, addressing sexuality issues needs to begin in kindergarten and continue throughout the school years, covering various topics as it is appropriate to do so, given the age of the student.

Bibliotherapy, the use of literature in counseling or other psychoeducational endeavors, can be an effective extension in sex education programs. Certain novels geared toward teenagers have been suggested by Hipple, Yarbrough and Kaplan (1984) as a way of addressing the problem of teenage pregnancy. They are as follows:

Dizenzo, P. (1979). Phoebe. New York: Bantam.

Eyerly, J.E. (1977). He's my baby now. New York: Harper & Row.

Head, A. (1971). Mr. and Mrs. Bo Jo Jones. New York: New American Library.

Neufeld, J. (1983). Sharelle. New York: New American Library.

Peck, R. (1983). Don't look and it won't hurt. New York: Avon.

Zindel, P. (1971). My darling, my hamburger. New York: Bantam.

Public policy has become more responsive to the issues of teenage pregnancy and parenting over the past decade. Nevertheless, we are still a long way from the point at which the problem is being dealt with adequately (Finkel & Finkel, 1983). Some would argue, and perhaps justifiably so, that this point would reflect a zero teenage pregnancy rate. However, sexual activity among adolescents is a phenomenon that is not going to disappear. Thus, our need to respond to the issue through effective sex education programs in our schools is beyond doubt. Only by addressing the issues openly, honestly and competently can we hope to have an impact on the teenage pregnancy problem.

High School Day Care and Parenting Centers

Reflecting on the report from Lawrence (1989), we can readily see the problems that arise not only from teenage pregnancy, but also from subsequent parenthood. Regardless of our efforts to educate young people in human sexuality as a preventive measure, the problem of teenage pregnancy and parenthood is still with us. What action can we take, then, after these babies are born?

Needless to say, the situation an adolescent mother faces in terms of juggling motherhood and formal education is a perplexing one. Unfortunate as it is, the mother is more often than not left to care for the baby with little, if any, help from the child's father. Such a formidable task often leads her to the choice of parenting instead of school, as opposed to parenting in addition to school. Our task, then, is to provide conditions which allow the adolescent mother to remain in school without jeopardizing the physical or psychological well-being of the infant.

Rule High School, Knoxville, Tennessee, has such a program. Their Preschool/Parenting Learning Center, established in 1984, offers a program for adolescent parents through which they are able to continue in school until graduation. This program helps to reduce the dropout rate among pregnant and parenting teenagers. It offers quality care for the children of Rule High School students, thereby affording the students the opportunity to finish their high school education.

This program is far more than a day care center for the students' children. It actively involves the mothers (and fathers, if they are willing) in the care of the children on an hourly basis throughout the school day, in addition to regular

class work. This helps to teach them realistic concepts of parenthood and child development, along with providing instruction for efficient home management. The program is designed to help insure optimum physical and psychological well-being for the children, to promote a positive self-concept and build problem-solving skills for the parents, and to reduce the incidence of child abuse stemming from unrealistic expectations of parenting. In an interview with Center Coordinator Lyn Overholt, she stressed that this program "...teaches reality to the parents...and does not enable them". By "enabling", she means facilitating the mother's (or father's) continued misunderstanding as to what parenthood and its responsibilities are truly like, by doing the child-rearing for them while they are at school. Quite the contrary is true. The parents are required to be actively involved every day throughout the time that the child is kept there.

The Center offers five daily classes for up to 75 students of the high school, parents and non-parents alike, both males and females. Mothers of children cared for at the Center are automatically involved in the classes. All other enrollments are optional, but encouraged. The classes offer academic training in developmental theory, learning theory and child care, in addition to hands-on laboratory participation with the children. One hour of high school credit is earned upon satisfactory completion of the course.

Each child cared for at the Center is covered by school health insurance. Involved teachers, students (parents and non-parents alike) and babies all have current health records maintained at the Center. In cooperation with the Knox County Health Department, a well baby clinic was established at the Center in 1987 for children of student parents who are three years old or younger. The students do not have to be involved in other Center activities in order to take advantage of this service. (Due to a low response rate, this service has been temporarily suspended.)

The mothers provide diapers and baby formula for each child. If the child is old enough for table food, the Center furnishes this through the school lunch program, with a nominal contribution from the parent(s).

The Center is currently serving 12 mothers who bring in their babies, but also serves mothers whose babies are not cared for there. Over 30 student parents have completed the program and have graduated from high school since the program began.

The Center was validated as an educationally effective program by the State of Tennessee in 1986, and selected as a demonstration site for the Parental Involvement Program the same year. It was designated as one of five Model Teenage Pregnancy Programs in 1987, 1988 and 1989 by Tennessee's Children's Services Commission. The first program of its kind in this State, it was recognized and honored by the Tennessee House of Representatives Special Task Force on Teenage Pregnancy in 1987, 1988 and 1989.

The success of this program in the short time that it has been operating bodes well for the possibilities of like successes throughout the state and the country. An endeavor such as this is precisely the type of action that needs to be taken on a large scale basis in order to insure options for student parents and to offer hope for pregnant adolescents who might otherwise end up as victims of missed opportunity and wasted potential.

CONCLUSION

The problems of teenage pregnancy and parenthood are manifold and serious. Not only do these problems result in lost hope and wasted potential in young parents, but they also pose a threat to the children born to these parents. Psychological maladjustment, physical disorders, neglect and abuse all present a very real likelihood for the same misfortune to recur in the children, thus perpetuating a vicious cycle.

As educators, we have a responsibility to do what we can to help break that cycle. Two means of addressing the problem have been outlined in this paper. A proactive, comprehensive program in the teaching of human sexuality offers a viable option in addressing this profound issue. For those teenagers who are already parents, or soon will be, school-based day care and parenting centers have been proven viable and effective avenues for giving these students a better chance to complete their education, while also offering training in responsible parenting. Both intervention strategies are worthy of our consideration.

The problem is here to stay, as are its consequences. The effectiveness of its solutions depends upon our commitment to their implementation. If we rise to the challenge, the value and reward of our endeavors will be manifested in the maximizing of the potential of these young people. As educators, is this not our fundamental goal?

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SELF-ESTEEM: TO MAKE IT OR BREAK IT

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"Self-esteem, or a feeling of self-worth, is essential to health, happiness, productivity, and even survival. Those who have no sense of self worth have difficulty functioning as full and productive members in their own community. They feel they are of no value to society and those around them. They abuse their bodies and their minds because they have no respect for themselves."

- Janis Dawson

Low self-concepts have led individuals into depression, trouble and sometimes even death. What is it that creates a self-concept and what causes some individuals to have high self-esteem while others suffer from low self-esteem? How can a low self-concept be prevented? Parents and educators need to wake up to the needs of today's youth, hear their cries and act before it is too late.

DEFINING SELF-CONCEPT

Self-concept has been defined as the "liking and respect for oneself which has some realistic basis" (p. 45) (Crandall, in Lian-Hwang, 1988). This definition accounts for a person's interests, values, faith and ability to cope with life. According to Newman and Newman (1988), self-perceptions are based on a culmination of relationships with significant others and experiences of mastery in life's daily challenges. Verkuyten (1988) differentiates self-image from one's self-esteem in his studies. He contends that one's self-image is the picture one has of one's self (the cognitive side) whereas one's self-esteem is the degree to which the self-image is accepted (the affective side) by an individual. For the purpose of this paper only the terms self-esteem, self-concept and self-perception will hold identical meanings. Because one's self-concept changes with specific situations, it continues to challenge those who wish to identify it on paper.

Measuring the Self-Concept

Attempts have been made to measure the self concept of an individual. However, as with the concept of intelligence, the self-concept is also impossible to measure precisely. This is due to the self reporting nature of self-concept scales and the ease with which one can lie or fake their answers.

Self-concept scales measure opinion and are therefore somewhat subjective in nature. Culture is one aspect of our subjective perception of self and surroundings. Because answers may be the result of an interaction between the individual, culture and the environment, care should be used in interpreting results from diverse populations.

FORMATION OF SELF-ESTEEM

The way one views oneself greatly determines how one sees the world. This self-view is developed through significant relationships with others. Significant others can include parents, siblings, teachers, friends and/or any person with whom a significant relationship has been developed. The combination of the way in which these people respond to an individual and the individual's perception of these responses provides a basic framework of the individual's self-concept.

PERSONALITY AND BEHAVIOR

One's concept of self has been demonstrated time and time again to be highly influential in much of one's behavior. Grande (1988) found that unsuccessful students suffer from low self-esteem which may in turn lead to an increase in delinquent and other unacceptable behavior. Self-concept is also directly related to one's general personality and state of mental health. Those who have a highly unrealistic concept of self tend to approach life and other people in unrealistic ways. The way in which one sees the world affects one's capacity for happiness and the possibility of helping and positively adding to society. The following two poems depict drastic contrasts between the way in which an individual can perceive the world; the first is confident; the second filled with despair.

Sun and wind and beat of sea,
Great lands stretching endlessly
Where be bonds to bind the free
All the world was meant for me!
(Crapsey, p. 122)

And how am I to face the odds
Of man's bedevilment and God's?
I, a stranger and afraid
In a world I never made.
(Housman, p. 65)

A knowledge of how one perceives oneself is useful in helping or making evaluations of that individual. Since one's behavior is determined by one's self-concept, a positive self-concept must be nurtured through varied experiences. Positive experiences would be expected to result in enhancement of the self-concept--stress or failure would be expected to result in lowered self-esteem.

Parents as Significant Others

One would think that peer pressure is the strongest motivator among adolescents today. This appears to be true if a significant relationship has not been developed with one or both parents in the childhood years. However, because parents are generally the first persons with which a significant relationship is formed, they have much more control over the development of their adolescent's self-esteem. In his studies, LeCroy (1988) concludes that parental relationships are more powerful a predictor of self-esteem than are peer relationships. Halpin, Halpin and Whiddon (1980), Isberg et. al. (1989), and Rollins and Thomas (1979) suggest that parental attitude is the key factor in the development of esteem. Isberg et. al. (1989) are convinced that "acceptance of the children by their parents" and "respect for individual action" are two important antecedents of positive self-esteem (p. 2). Although parents are not the only possible individuals with whom a significant relationship can be developed, they are likely to have the greatest impact on their children's self-esteem.

One might think school counselors should provide the necessary environment to create positive self-esteem within the entire student body. However, even though school counselors are most apt to have access to objective data about student

abilities, Mitchell (1978) indicates it is the parents to whom students most often turn for advice. She contends that "we (counselors) have a responsibility to provide parents with the information and skills necessary to advise their children . . . because the . . . student has access to parents on a regular and continuing basis" (p. 12).

Teachers as Significant Others

According to Dinkmeyer and Dinkmeyer (1982), teachers can also have considerable influence on a student's self-concept. Teachers, being in a position of authority, can help create a positive or negative self-perception. Cumulative records, combined with lounge gossip concerning specific "problem" students, can cause future teachers to prejudge these students, thus robbing them of an opportunity to prove themselves. Even the best educators sometimes have difficulty forgetting the older sister of a current student who was nothing but trouble, or the older brother who consistently excelled in everything he tried. Students pick up on the feelings teachers have about them, whether good or bad. The expectations teachers have of students do not always accurately depict the student's potential. People who see themselves as undesirable, worthless or bad tend to act accordingly. Dawson (1988), speaks of this self fulfilling prophecy in this way, "We believed you, and we became what you expected us to be" (p. 44). Input from external sources such as teachers, friends and family are very important, but how an individual perceives these messages is even more important relative to the individual's self-esteem.

INTERNAL AND EXTERNAL CONTROL

Some individuals believe that with luck anything is possible (no matter how hard one works) and that success is based on external forces beyond one's control. Others, however, believe that everything that happens to them is a response to something they did. Battle and Rotter (1983) and Beckman (1986) describe people with internal control as accepting personal responsibility for what happens to them and those with external control as attributing responsibility outside themselves. Most people would rather find themselves somewhere in the middle of the spectrum--feeling partially responsible for the good things that happen, while not accepting total blame for the hardships.

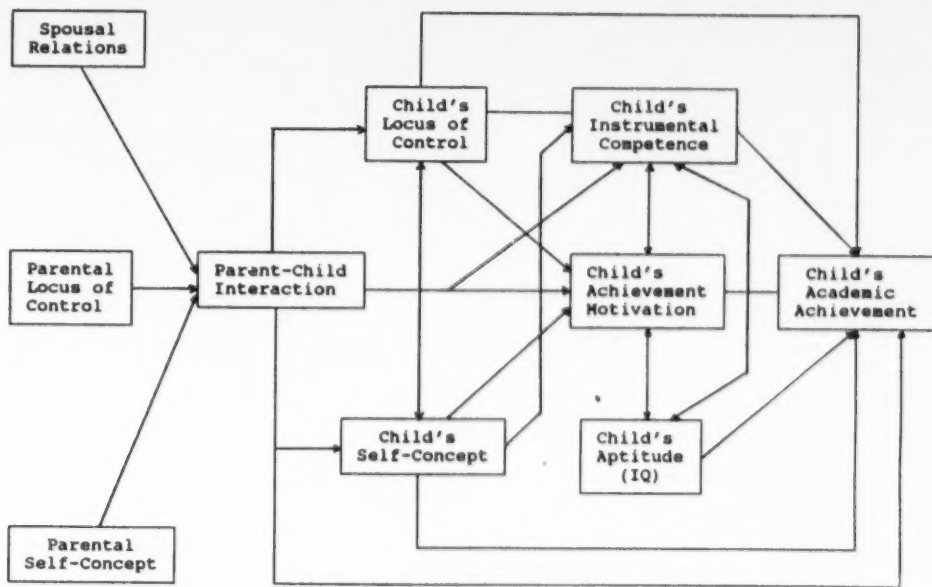


Figure A
 Conceptual and Empirical Models of Factors
 Influencing Children's Academic Achievement
 Arbuckle & MacKinnon, 1988 (p. 123)

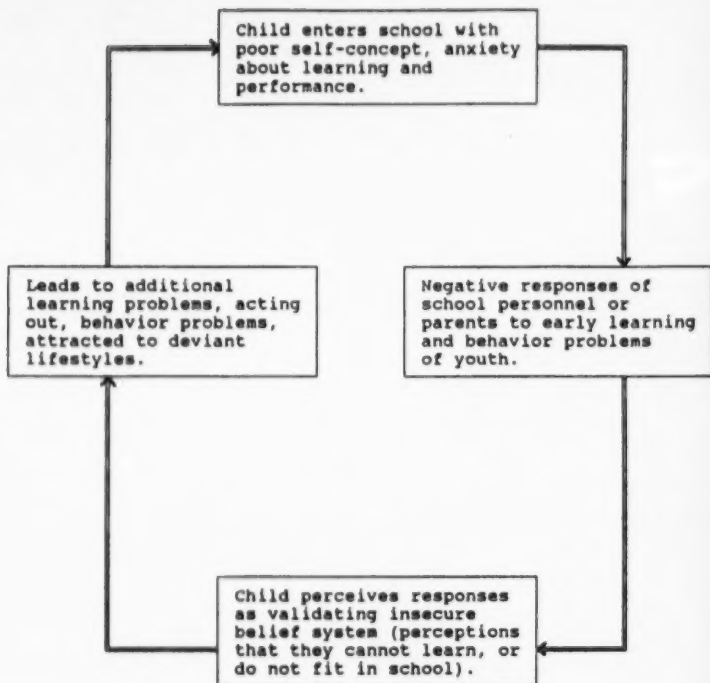


Figure B

Cycle of Increasing Alienation
Working with high-risk youth

Mills, Dunham & Alpert, 1988 (p. 650)

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Connection to Academic Success

The varying degrees of this "locus of control" seem to have a direct bearing on failure or success in the classroom. Locus of control influences individual perceptions of self, which in turn, has a direct bearing on academic achievement. Underachievement is caused by, among other things, a low self-concept (Wood, Chapin & Hannah (1988) and an external locus of control combined with a negative self-concept act as a barrier to academic attainment and learning (Arbuckle & MacKinnon, 1988, Bryan & Peari, 1979, Reynolds, 1988, Tennen & Herzberger, 1987). Conversely, Kanoy (1980), Lefcourt (1982) and Reynolds (1988) suggest that subjects with a more internalized locus of control manifest a higher academic self-concept.

Connections to Parental Relationships

Parents and their marital happiness have a significant bearing on the self-esteem of the children living with them. Bishop and Ingersoll (1989) stated that "youth of parents in conflict may find it difficult to maintain a positive relationship with both parents and may see themselves as responsible for the discord" (p.26). Even after a divorce, parental discord will prohibit continuity of parenting thus confusing and often times lower the self-concept of their children. Figure A represents possible connections between parents and children relative to locus of control and other factors.

EFFECTS OF LOW SELF-ESTEEM

Asarnow, Carlson and Guthrie (1987) found that hopelessness and depression are also associated with low self-esteem. This research supports the notion of a "cognitive triad in depression that is characterized by negative views of the self, the world, and the future" (p.361). According to Dawson (1988), failure and fear of failure produce tension and frustration. A relationship begins to occur, with additional failure, which leads to emotional disturbances and unacceptable behaviors. Figure B depicts this cyclical relationship.

Connections to Learned Helplessness

It has been noted that underachieving children are more likely to exhibit learned helplessness and to believe that their failures are due to lack of ability rather than lack of effort (Bryan & Pearl, 1979, Freedman & Phillips, 1975, Halpin, Halpin & Whiddon, 1980, and Piedmont, 1988. This suggests that a student's perceptions about the control they exert over important aspects of their academic environment, and their thought about the self, may affect their thinking about academic success and failure. Consequently, these perceptions can adversely effect their self-concept, leading to learned helplessness and additional failure.

Connections to Achievement Motivation

One's self-image is also considered to be relevant to one's desire to achieve. Arbuckle and MacKinnon (1988) postulated that the tendency to achieve is determined by three factors: (1) one's motive to succeed (2) the probability of success and (3) the incentive value of success. According to Arbuckle and MacKinnon (1988), Brockner et. al. (1987), and Piedmont (1988), children who perceive their successes or failures to be within their control will tend to be high in achievement motivation. Motivated individuals achieve more of what they desire than non-motivated individuals.

Connections to Pregnancy

Many problem behaviors in adolescents have been attributed, for the most part, to low self-esteem. Elkes and Crocitto (1987) contend that two possible causes of adolescent pregnancy are as a response to low self-esteem and as a consequence of having an external locus of control. Miller, Christensen and Olson (1987) found that teenagers who have a low self-esteem appear to have a greater tendency to engage in premarital sexual relationships. These authors concluded that as self-esteem decreases, sexual attitudes and behavior become more permissive, thus increasing the probability of pregnancy. Additionally, unplanned pregnancies of adolescents often times reduces their self-esteem thus creating another downward cycle.

Connections to Suicide

The suicide and attempted suicide rates among adolescents are alarming. According to Stivers (1988), suicide is the second leading cause of adolescent deaths, accounting for as many as one million per year. Each year, there is an increase in the number of teenagers taking their lives. Neiger and Hopkins (1988) and Stivers (1988) agree that the most common symptom, indicator or characteristic behavior of suicidal persons is depression. Stivers (1988) concludes that "precipitating events which seem to contribute to adolescent depression include any event which lowers the teenager's self-esteem" (p. 292). Neiger and Hopkins (1988) report that as many as half of all adolescents suffer from regular bouts of depression in varying degrees of severity. More adolescent lives will be lost if the relationship between adolescent self-esteem, depression and suicide is not taken more seriously.

Upward Spiral of Success

Although there are many negative cycles which involve adolescents with low self-esteem, Hall's psychological success model holds that there is an upward spiral of success characterized by a dynamic cyclic relationship among self-esteem, goal setting, task performance and psychological success (Hall & Foster, 1977). It appears that this upward cycle can be initiated by allowing students to have some control over their education. Ortman (1988) believes that "... we (educators) disempower them (adolescents), at precisely the time we demand that they take more responsibility, and we give them no experience or practice in sharing either control or responsibility" (p. 923). It is no wonder students become frustrated and bewildered. One way in which students can gain practice taking on responsibility is to be taught to set goals for themselves. Hollenbeck and Brief (1987) indicate that individuals setting goals for themselves, regardless of individual differences, exhibited more motivation to pursue their goals than subjects who were assigned them. These authors also found that assigning low goals to subjects with low self-esteem resulted in high performance, while assigning difficult goals actually resulted in low performance. Those who set their own goals, set them higher than those that would have been assigned to them. It seems when students feel they have some control over their

assignments and they set personal goals for themselves, they have a vested interest in achieving those goals.

IMPLICATIONS FOR EDUCATORS

Bishop and Ingersoll (1989) believe that because the "single most important psychological necessity for youth is the development of a positive self-view" (p.26), every effort must be made to provide a social support system for each individual. Such a system would offer nurturance, provide feedback and serve as a resource to students, parents and educators. Schilson (1971) and Phillips (1984) suggest that low self-esteem is a major obstacle to a student's successful learning. Phillips (1984) indicates that praising students and reinforcing positive self-referent statements of students seem to be effective in improving self-perceptions. These techniques could be infused into regular school programs to facilitate successful learning.

Everyone Deserves a Chance

Educators also need to know how important success is to every individual. Assessment should always compare one to one's self--not to others (in a competitive manner). DeRidder and Dietz (1988) encourage the use of a mastery approach to learning and grading which is non-competitive. It has been twenty years since Glasser (1969) proposed a similar system. This approach would be devoid of grades, which label students as failures, would yield success by giving tasks which are appropriate to individual levels of competence and would focus only on success. Students would then be more likely to receive encouragement, positive remarks, and in turn, could increase self-esteem, thereby increasing the chances of successful learning for all students.

Assets and Liabilities

Each teacher should know the potential of each student and make adjustments according to the ability of the student and the student's mastery of each task. Each student must realize personal strengths and limitations. Often times students need to be assisted in this endeavor. Although students should devote much of their time focusing on their assets, liabilities must be recognized as well so that a realistic picture can be made relative to their capabilities. All students should be able

to see worth in themselves no matter if they are striving to become a lawyer or a construction worker. There must be a balance of workers in each area. If everyone is pushed toward a college degree, we may begin paying ten dollars for a fast food hamburger. All students, college bound or work bound should be treated with dignity and should be respected for their decision.

According to Mills, Dunham and Alpert (1988), effective prevention programs must include positive educational and social environments. Each setting should foster relationships which add to secure, positive and non-biased ways of thinking. Another inclusion which helps to create a sound successful program is focusing on the total school climate. This has been proven effective in "reducing the incidence of discipline, truancy and other unacceptable and health damaging behaviors . . . Successful programs include:

- (1) effective school management,
- (2) the quality of school decision-making and problem-solving processes,
- (3) reduction of the impersonality of the schools, i.e., providing more "homey" and attractive settings for students and staff,
- (4) positive alternatives to discipline,
- (5) opportunities for involvement of all student constituencies in school related curricular and extracurricular activities,
- (6) programs that promote involvement of the family in the schools,
- (7) instructional methods and school policies that avoid labelling or segregating students, and
- (8) opportunities for students to have contacts with school personnel that reduce alienation." (p. 655)

Based on empirical research, Mills et. al. (1988) conclude that people have a natural desire to "function on a positive level, to be interested in and enjoy what they are doing, and will do so when supportive conditions exist" (p. 655). Educators must do everything to see that adolescents are encouraged in their school environment. Students must be taught the relationship between cognition, emotion, perception and behavior so that they can understand why they act the way they do and to realize that they have much more control than they think they do.

Curriculum, Scheduling and Learning

The course offerings of a school, the student schedule and the way each class is presented to students can also effect their self-concepts. Everything that can possibly be done to offer more individuals more of what they are interested in pursuing should be done. In other words, if there appears to be a reasonable number of students desiring to learn French, by all means, hire a French teacher and share that teacher with a neighboring community if necessary. Because one happens to live in a rural or inner city area, one should not be penalized.

Secondly, when a "college-bound" student indicates an earnest desire to take home economics or drafting, this student should be encouraged to do so. It is this type class that brings applicability to the purely academic courses making them more interesting and more enjoyable. Each course should identify, with every lesson possible, a way in which the new information can be applied to daily life or to an occupation to which this information is essential.

Every class should provide high challenge, low threat and allow students the freedom to explore the resources available that relate to their personal interests and potentiality. If the material is too easy, there is no challenge or sense of satisfaction for having completed the task. If the material is too difficult, failure is inevitable. If one's curiosity is not satisfied, one becomes less curious, and if one is not presented with challenges, one becomes less motivated. From this point, a negative cycle begins to emerge yielding, among other things, a low self-concept. The variety of courses offered by a school are very important. The way in which the students are encouraged or discouraged to take certain courses is also important. Super (1988) contends that the self-concept is a relatively stable entity changing only very slowly through the experiences which are provided. Therefore, the classroom experiences offered by teachers are critical.

Recommendations

Elkes and Crocitto (1987) recommend, because of the importance of self-concept regarding behavior and attitude, that individuals be tested periodically throughout their school years. Those individuals exhibiting decidedly low levels of self-concept should be placed in guidance groups that focus on enhancing self-perceptions. Data obtained by a self-concept scale can be

used to indicate possible "at risk" students. Students at risk of dropping out of school, becoming pregnant, abusing drugs, delinquency and/or any other common adolescent concerns could be identified and the problems could be remedied long before the students get themselves into trouble (or worse). Using self-concept scales to indicate a general trend of lowering self-esteem could be of vital importance in identifying those "at risk" individuals. Although difficult to measure, the self-concept can be improved.

Counseling for the development of positive self-concepts should be an integral aspect of every developmental guidance program (Street, 1988). Effective self-concept counseling requires expert counseling skills, however, and a thorough understanding of the adolescent self-concept. Those who counsel adolescents need to be aware of the importance of physical attractiveness to adolescent self-esteem and should encourage their students to identify important aspects of self other than physical appearance.

CONCLUSIONS

In order to have a high self-esteem, a person must like and respect him/herself. Because one's self-image may change with specific situations, one's self-concept may be raised (or lowered) through significant relationships with others. Having the greatest impact, parents can help increase their children's self-esteem by accepting and respecting them. In addition, teachers, being in a position of authority, can help create a positive or a negative self-perception in their students. Therefore, teachers must do all that they can to insure that every student is guided in finding personal strengths and weaknesses and provided experiences to see their worth.

Dawson (1988) emphasized the importance of a positive perception of self:

"If my children are proud, if my children have identity, if my children know who they are and if they are proud to be who they are, they'll be able to encounter anything in life . . . identity, pride, and a positive self-image are one and the same thing . . . and are crucial to achievement and in all aspects of life" (p. 48-49).

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